

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 1 K-12 schools
- 1 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	12	9	21
1	5	7	12
2	7	9	16
3	7	8	15
4	4	11	15
5	6	15	21
6	7	4	11
7	5	4	9
8	8	8	16
9	14	2	16
10	9	8	17
11	4	5	9
12 or higher	8	10	18
Total Students	96	100	196

4. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 1%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2016	197
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 0%
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 22%
Total number students who qualify: 44

8. Students receiving special education services: 8 %
15 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>4</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 11:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	97%	96%	96%	97%
High school graduation rate	95%	94%	94%	87%	90%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	19
Enrolled in a 4-year college or university	47%
Enrolled in a community college	5%
Enrolled in career/technical training program	21%
Found employment	10%
Joined the military or other public service	10%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Commitment to educational excellence for students, staff, and community; achievement - enhancement - involvement.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students are those that live within our district boundaries or choose to open enroll to our school. Our school accepts all students who open enroll unless expelled by a previous school.

PART III – SUMMARY

"A Commitment to Educational Excellence for Students, Staff, and Community: Achievement; Enhancement; Involvement" is the Central Valley Public School District 3 motto, and its one that we live every day! The Central Valley Public School is comprised of students located in the communities of Buxton, Reynolds, and Cummings, along with its rural areas. Buxton and Reynolds each have approximately 300 citizens. Cummings is composed of approximately 50 citizens. While each community has its own unique identity and history, the school district unites all of our patrons into a single strong, supportive, and hardworking family at Central Valley! Citizens are located in both Traill and Grand Forks counties. These citizens, along with their children, have been raised to possess a strong work ethic, a giving and caring nature, and a drive to achieve. These are at the forefront of the success that is clearly visible throughout the district. The school enrollment is approximately 200 students in grades K-12. The actual school building, constructed in 1964, is located off of Highway 81, and is approximately halfway between the communities of Buxton and Reynolds. A secondary gym was added on to the grounds in the fall of 2002. Taking care of our facilities is an area we pride ourselves in. School grounds are neatly manicured. The building is meticulously cleaned by the custodial crew who have a combined 29 years of service to the district. Updates to the facility are continual – from replacing lockers, painting the entire school - including the main gymnasium, installing new carpet in all offices and classrooms, new floor tiles for hallway areas, installing energy efficient gymnasium lighting, installing new library windows, purchasing a new walk in freezer, and updating the main office with new cabinetry and counters. Clearly, the board has prioritized investing in the school's facilities!

The communities contain a large contingency of farming families, along with individuals that commute to several local small towns and large cities for employment. We thrive due to the collaborative relationships between our students, families, community, and district staff. Each group believes in communication and commitment to ensure students are able to develop skills to reach their potential as students of Central Valley and citizens of North Dakota and the United States of America, prepared to enter the workplace or enter an institution of higher learner when their time at Central Valley is finished. Multigenerational connections are a vital piece in the success we've seen in the areas of academics, fine arts, music, and athletics.

As mentioned, the school's mission statement is "A commitment to educational excellence for Students, Staff, and Community: Achievement-Enhancement-Involvement." We LIVE to fulfill this mission! Our teachers are highly qualified professionals who not only teach, but LIVE to teach. Our administrators make sure our instruction is focused towards the newest and best educational practices. Teachers are held accountable by tracking their standards on their individual lesson plans. The staff really values the importance of the improvement process. We've found that breaking down our data is not only positive for our student body by pinpointing low areas, but we can also collaborate and build morale around the school building. We believe ALL STUDENTS CAN LEARN! We do our best to insure that no one slips through the cracks at Central Valley. We pride ourselves on being small enough to know everyone and supply everyone with personal attention, but large enough to offer a variety of elective courses, including multiple dual credit college courses. We also offer several on-line courses through our local Career and Technical Education (CTE) center. We offer a wide variety of electives, including a full time on-site art instructor. Simply put, our students are offered a tremendous variety of courses besides our required core classes. The school has thoroughly broken down and triangulated its data (Northwest Evaluation Association (NWEA) tests, North Dakota State Assessments (NDSA), local assessments, 6+1 traits of writing rubrics, and Steve Dunn rubrics) in order to pinpoint school wide areas of low performance. The school has had a solid buy in from the staff. Half the staff are members of the school improvement team, while all staff are required to contribute to the process. The staff has converted all of its instruction to the common core standards. We are awaiting the updated standards. The elementary staff has implemented standards based report cards through PowerSchool which are linked to assignments and printed out for families every quarter. The school adopted Saxon Math in 2008. It is now used in grades K-11. We have disseminated our parent, staff, and student AdvancED Educational surveys each of the last 4 years, and have used data to adopt new programs, such as our Before and After School Program, which offers free daycare to district students in grades PK – 6.

We are continually trying to stay on top of new technological advancements. We have 48 iPads on a cart, 25 Chromebooks on a cart, and a Chromebook for every student in grades 7-12. Several staff now have their

own Chromebook as well. All staff have up to date PC's and software in their rooms along with Promethean boards in most. Teaching with technology is stressed, as is using a variety of teaching strategies and activities that foster engagement and active learning. Enrichment activities such as field trips, lyceums, and guest presenters are scheduled often. Spearheaded by the administration, virtual Professional Learning Communities' (PLC) have been developed to allow teachers to interact with other teaching professionals in order to stay abreast of the newest and best practices. Our staff consists of individuals with as little as 2 years of teaching experience and as many as 46! We have a 1:9.29 teacher to student ratio, which allows for a plethora of individualized attention and instruction. The school consists of 23 contracted teachers and administrators, each with a unique skill set, but all sharing the same goal of doing whatever is best for their students! The employees of the Central Valley School truly value the education of its students.

The school joined an athletic co-op in the fall of 2012 with the Hillsboro Public School, located 17 miles south from the school. Prior to this co-op, Central Valley fielded strong athletic programs, including a boys' basketball state championship in 1993 and a football state championship in 1999, along with numerous other conference, district, and regional championships and state appearances. This hasn't changed, as the co-op has resulted in back to back state basketball championships in 2017 and 2018, a state football championship in 2017, and 6 consecutive girls cross country championships from 2012 to 2017. Numerous student athletes that have competed at Central Valley though the years have received recognition by being awarded individual post season awards, and several moved on to participate at the collegiate level.

We have an active drama program highlighted by 2 productions a year. We have 2 to 3 music concerts a year which is comprised of students in grades K-12. High school students compete in local musical contests, and 3 have received a star rating the last two years which qualifies the performers for the state competition. Our school Future Business Leaders of America (FBLA) and Technology Student Association (TSA) programs successfully compete in yearly competitions as well. Our TSA program has sent 6 participants to the national competition the last 4 years, and our FBLA has sent 13 in the same timeframe. Our school's Math Counts team has won our county competition 5 times in the past 6 years. Our academic challenge team, in its first year, won our regional contest, defeating 20 other teams and qualified for the state competition. We have a yearly "Night of the Arts" where students of all ages display original pieces of art work for our communities to come and enjoy.

Central Valley is a small school, but we give a big school education! We are proud of our inviting atmosphere, our positive learning environment, and our desire to do all things that are best for the education of our students. By committing to our mission statement, we prepare kids not only for academic achievement but for being an active, productive, positive contributor to society. By guiding students to develop in all facets of life, we believe students will recognize their individuality and discover their unique interests and abilities.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Central Valley School makes it a priority to ensure the curriculum in all our subject areas are designed so that students have the best chances possible to meet the North Dakota State Standards by the end of the school year. Curriculum adoption happens through a team effort to research and assess curriculum in core content areas by using rubrics to evaluate the curriculum to see if it will fit the needs of our school. Our state test results constantly have us scoring above the state average in English Language Arts (ELA), Math, and Science.

At Central Valley, we believe that mastering the abilities to read, write, and speak properly are the cornerstones to a full and healthy education in all content areas and an opportunistic life. Our teachers promote students to become lifelong readers and learners through their strategies in the classroom. In the 2015-2016 school year we adopted Houghton Mifflin Harcourt's Journey's curriculum for grades K-6 and Collections for grades 7-12 which is aligned to the Common Core State Standards (CCSS). In the Journey's curriculum the students have the opportunity to learn and master important key concepts and skills such as the craft and structure of literature, understanding text complexity, phonological awareness, fluency, writing purposes, comprehension, and vocabulary to name a few. Students mastering these skills is a key foundation for them to have success when the move into the Collections curriculum in grades 7-12. At this level students learn to understand about key ideas and details within writing and literature. Analysis and evaluation of poems, dramas, novels, stories in a variety of genres are some of the key themes covered in the curriculum. Students then expand on this by generating thoughts, feelings, and interpretations of the information and reporting this through a variety of summative and formative assessments. These adoptions consisted of the teachers and principal researching available curriculums from various vendors and evaluating them. We listened to webinars, assessed alignment to standards, inquired about digital resources, and spoke with other school administrators and teachers who successfully implemented the curriculum. At the end of the process, our teachers unanimously chose Journey's and Collections over the competition. Our review and evaluation of the curriculum since has been very positive.

Central Valley teachers were also trained on Steve Dunn writing in 2015-2016 and implemented it into their classrooms. This implementation had a profound effect on our students writing abilities and our teachers techniques. This initiative was established through the Red River Valley Education Cooperative (RRVEC) which included each teacher having 4 full days of professional development in one year dedicated to this training and implementation. Additional initiatives that Central Valley has made in the ELA program were implementing MyOn, a web based library with assessment and tracking tools, and scheduling journaling time to have each student write for 10 minutes about their own thoughts and ideas. We celebrate Reading Month by selecting a theme each year and having each class set goals. We have dress up days, community involvement days, and days to read with high school buddies. We have had the UND baseball team come in and read with our students and we work with the Fargo-Moorehead Redhawks reading program to encourage and engage students during reading month. Each year the students who reach their class goals celebrate by having a ½ day trip to the waterpark at a hotel in Grand Forks. We have had every student reach their goal the past 4 years!

In 2008 Central Valley adopted the Saxon Math Curriculum for grades K-6. This spiraling curriculum was selected in the same manner as our Journey's curriculum. We were able to see the effects of this curriculum in our NWEA testing, State Testing, and local assessments in the first year. We have consistently tested above the state average every year in the North Dakota State Assessment for math. Because of these high-performance results, we expanded the use of Saxon to out 7-12th grade in the following years. Our teachers utilize the Saxon math meeting resources each day which cover real world math situations that students will encounter throughout their lives. In the early elementary levels there is a strong focus on mastering skills and knowledge in numbers and operations, introductions to measurements and data such as length, weight, time, and money and representing that in graphs or with manipulatives. As student progress through the elementary years they will dig deeper into these concepts and expand their knowledge by learning geometry and geometric measurements, algebraic thinking, mathematical operations and relationships between them, generating and analyzing patterns, numerical expressions, graphing, and ratio's and proportions to new a few. When students reach the junior high to high school grades the curriculums and standards become much more of a challenge for the students. Students are taught how to work with radical and integer exponents,

solve linear equations, solve real world problems by calculating volumes of 3-dimensional shapes, perform arithmetic operations with complex numbers, write expressions in equivalent forms, and using probability to make decisions. While this is only a sample of what students learn about, the students get exposed to these skills and concepts time and time again because of the spiraling curriculum design.

For the science curriculum, Central Valley uses the Macmillan McGraw Hill – A Closer Look. Our teachers utilize this curriculum along with many supplements to engage the student in hands on learning activities. Our teachers ensure the presented curriculum is in line with the North Dakota State Standards and that students can identify key scientific processes and ideas. This includes early elementary learning goals such as climate and climate change, the water cycle, the life cycle, the scientific process and investigation, using scientific tools such as thermometers, rulers, and magnifies, and properties of liquids, solids, and gases. Students also learn about forms of energy, cells, chemical reactions, the solar system, and forms of technology. Students in grades 7-12 are exposed to curriculum that includes cell processes and reproduction, properties and functions of bacteria, animal behavior, plant processes and reproduction, classifying and exploring life, evolution, ecology, microorganisms, and the human body. Students are exposed to real world science through field trips to local state parks, experts in our agriculture industry, and our natural environment around the school. Again, Central Valley has scored higher than the state average in our NWEA and State Assessments consistently in the recent past. In 2015-2016, a year in which North Dakota scored in the top 5 states in the nation in science testing with an average score of 66.56 for 4th graders, our 4th grade class tested 90.9% proficient.

The Social Studies curriculum for K-6 at Central Valley is Kids Discover Socials Studies which was adopted in the fall of 2017 and aligns with the North Dakota State Standards. Through our teachers engaging activities and instructional strategies, students learn about components of maps, important historical timelines, world cultures, US history, important people and events that changed the world such as Martin Luther King Junior and Ely Whitney and the printing press. Students also learn about the structure of local, state, and the national government, personal finances and local economies, and citizenship and our rights and responsibilities as US and North Dakota citizens. Field trips to museums, ranches, and historical sites such as Bonansaville give students real life experiences in these areas that help them better understand what they learn in class.

Our 4th and 8th grade classes also engage in 9 weeks of North Dakota Studies as part of our curriculum. This includes the human and physical geography of North Dakota as well as historical people and events such as Lewis and Clark and their expedition with Sacagawea. The Central Valley School counseling standards align with the American School Counselors Association. The counselor teaches in each class weekly throughout the school year. Our counselor places a strong focus on the following life skills: introduction to the world of work, character building, goal setting, kindness, how to make and keep friends, respect, attitudes, personal safety & survival skills, interpersonal skills, decision making, knowledge, and skills that contribute to effective learning throughout the life span. Our goal is that students will be academically prepared for post-secondary learning and entrance into the adult world.

The Curriculum for grades 7-12 covers a wide range of important concepts that we feel all students must know in order to have a good understanding of the world we live in. In their junior high years, students learn about the political and physical geography of the US as well as agricultural regions. They also learn about human geography and effects of the movement of people and changes in populations. As they move into their high school years, our students dig into the colonization of America, the revolutionary war, and the civil war. The focus changes from the US to world geography and history covering physical characteristic of our earth and human and environmental interactions. Students also gain a full understanding of the wars that the US as participated in and did into the functions of our government, social injustices, and the basics of the free enterprise economy in the US. Students gain an understanding of how our world has gotten to where it is today and the functions they can participate in to make changes they feel are needed.

It is our goal at Central Valley to have all students who graduate from school to be college, career, or military ready for their life after high school. The state of North Dakota has developed a Choice Ready framework for students graduating from high school. Central Valley uses this framework as a guide to ensuring students leaving our school are ready for the next chapters of their life. Key components that we track for all students to verify their readiness include attendance rates, community service hours, involvement in extra and co-curricular activities, online and distance education learning experiences, workplace experiences and job shadows, and demonstrating competency in 21st Century Skills. For students planning to go to a 4-year university, we track and communicate the goals and expectations to have them ready for this path. This starts with a 4-year rolling career plan that is evaluated yearly starting in 9th

grade to help with class selections throughout high school, tracking their high school GPA, ACT testing scores in each sub category, taking dual credit classes, meeting graduation requirements, finding scholarships and their qualifications. For students planning on going into careers we work with them on their selection of classes, especially in the Career and Technical Education fields, taking the ACT or workkeys test, testing proficiently in state assessments, providing work based learning experiences, and completing career readiness practices through RU Ready ND. For students who are looking to join the military we stress the 4-year rolling plan, have them prepare and take the ASVAB and score a 31 or higher, demonstrate high quality citizenship based on school behavior and discipline records, and ensure they are physically fit for life in the military. By following these assurances, we feel we are preparing them for their choice after high school and giving them the tools, references, and guidance needed to reach their full potential in their field.

Central Valley does host a preschool program with the school but does not run or oversee its operations. Mayville State University (MSU) runs an early childcare program that provides education to preschool aged children in a variety of venues within the region. Parents can register students through MSU for the preschool program. Students who qualify in the head start program receive priority in acceptance as well as students with IEPs. Remaining spots, if available, are given to children based on age and registration timelines. Students that do not qualify for the head start program or not on an IEP are required to pay a fee for preschool monthly to MSU. Central Valley does provide a room in the school for the class and cooks breakfast and lunch for the class each day. We also provide transportation and the use of our before and after school program at no cost to any of the students in the preschool program. MSU is responsible for the hiring and evaluation of teachers, paras, curriculum, and classroom materials. We feel students who attend the preschool program get early exposure to the structure and expectations of the school for their entrance to kindergarten.

2. Other Curriculum Areas:

Both visual and performing arts curriculums are taught at Central Valley. These curriculums are designed by the content area teacher and aligned to the North Dakota State Content Standards. Each elementary student receives 100 minutes of music instruction from the music teacher every week. These students perform at our winter and spring concerts for our communities to attend. Students in 4th grade learn how to use recorders and our 5th and 6th grade students can sign up for beginner band. All 7th and 8th Grade students must take either band or chorus and grades 9-12 have these as electives. Each elementary student also get about 30 minutes of art instruction from our art teacher each week. Students in high school have the option to take a variety of art classes throughout their high school careers. Many of their accomplishments in art are on display each spring for our annual Night of the Arts program. Community members come in and browse student work they have completed throughout the year in their classes and then end the evening with our spring concert.

Each student at Central Valley Elementary receives 100 minutes of physical education each week from the physical education instructor. The instructor ensures all lessons are developed to accommodate all students and align to state standards. There is a strong focus on building skills, learning exercises, playing games, and learning the academics of rules and regulations of competitions. Our school participates in Jump Rope for Heart annually to raise money for the American Heart Association. Our students receive instruction in our science curriculum that focus on health, anatomy, nutrition, and healthy lifestyles. In addition, our kitchen staff promote healthy eating habits by posting nutrition and healthy lifestyle posters throughout our cafeteria. The kitchen staff ensure all school breakfasts and lunches are healthy and align to the state and federal guidelines and restrictions. All 7-9 grades students take health and PE classes and then it is offered as an elective to students in grades 10-12. The curriculum includes lifetime fitness, healthy living habits, exercise techniques, popular sports and their rules, and fitness testing.

Central Valley is also very fortunate to have the ability to offer Career and Technical Education courses to our 7-12 grade students in career Technology Education & Engineering and Business Education. These classes often are choices for students with plans to go into a related field and provide the students with opportunities to qualify for state scholarships. Students also have the options to take foreign language classes from our German teacher or learn Spanish over our ITV system. This system also allows students access to courses we can not provide within the walls of our school such as health careers classes, aviation

related classes, computer programming and information technology classes, and agriculture classes. Technology at Central Valley is in a constant mode of evaluation. Our elementary students currently have access to a computer lab with 24 PC's, a cart of 25 Chromebooks, and a cart of 48 iPads. Teachers utilize the technology for students to do research, create work, network, and access digital libraries. Our students have participated in Mystery Skypes with other classrooms around the US and the globe. Students use promethean boards in the classrooms daily to engage in class work. We recently updated our wireless infrastructure to ensure the fastest and most reliable connections for our students to use at school. We subscribe to technology resources such as Mackin Via libraries, Discovery Education United Streaming services, and are connected to ODIN (Online Dakota Information Network) for access to books and articles that we cannot access in our building. We are always looking to improve our technology resources when new technology is developed and available. We have been considering implementing a 1:1 initiative at the elementary school as we did in grades 7-12. Our librarian provides 20 minutes of library and media instruction each week to all students in grades K-6. He shows students the joy of books and tries to instill a passion for reading. Our library consists of a variety of books for all ages and we continue to add to it every year with the use of general fund dollars along with money raised at our yearly book fairs. In addition to our content area curriculums, our students receive several enrichment opportunities each year at Central Valley. Our kindergarten students work with our German I & II students from the high school to learn basic words and how to count to 10 in German. The 3rd – 6th grade students each receive 9 weeks of keyboarding instruction from our Business Education teacher. Every class receives 30 minutes of counseling instruction each week which addresses social skills, problem solving, anti-bullying, drug prevention, and conflict resolution. Our school participates in the Sandy Hook Promise where students learn how to identify signs of those who may need help. Each year we have the student group from Red River High School, IMI4U2C, perform a program for our K-6 students on character building. Tom Gibson (Sam Ting) also visits every year to do a presentation on conservation through a number of acts he has. Our students also have guest speakers come into their classrooms to talk about a variety of subjects or perform lyceums for our student body. We have hosted speakers such as a magician who overcame fears, an internationally known band (Saving Abel) speak about pursuing dreams, and Miss North Dakota who spoke about anti-bullying.

3. Instructional Methods, Interventions, and Assessments:

With our low student to teacher ratio, we take advantage of getting to know our students on an individual basis and learn about their backgrounds, strengths, struggles, interests, and learning styles. All teachers at Central Valley use a variety of teaching techniques and methods to increase student achievement. As a staff we conducted 2 book studies on teaching strategies written by Dr. Robert Marzano and his research team, *The Art and Science of Teaching* and *Becoming a Reflective Teacher*. These books describe in detail 41 key elements in teaching and learning and how teachers can use different strategies to apply each element in the classroom. Our teacher's strategies include but are not limited to incorporating flexible seating in the classrooms, classroom layouts, creating and manipulating work with technology, using strategies based on whole brain learning, hands on projects, STEAM (Science, Technology, Engineering, Art, Math) projects, brain breaks, and cooperative learning. Our classrooms are also lined with displays of charts, word walls, math meeting centers, and other educational displays to support learning.

Students are assessed in a variety of ways to ensure learning is taking place. All teachers post learning goals daily for each lesson and go over them with the students. Students use a 1-4 finger scale to give quick formative feedback on their understanding of the material for the learning goals set. Teachers also use other formative assessment tools such as dry erase boards and student questioning strategies. Students also have summative assessments that include unit or lesson tests, reports, or summaries. If students show signs of struggle or misunderstanding of the material, our teachers identify these students and intervene in a variety of ways following our Multi Tiered System of Support (MTSS) process. Interventions are based on the student's need, ability level, and resources available. Lower tiered interventions include but are not limited to teachers doing small group instruction with students directly in the classroom, additional flashcards, one on one instructional help, and seating arrangements. Middle to high tiered interventions can include supplemental services such as curriculum provided interventions, focused instructional help from a para, web based programs such as rocket math, extra guided practice, all the way up to alternative instruction and

curriculum.

The data we use to drive our instruction comes from a diverse selection of assessment tools. Our school has 8 built-in 2 hour late starts where we can meet and work collaboratively as a team. Many of these meetings include breaking down into groups to analyze our data. We look at student's classroom assessments, NWEA tests, North Dakota State Assessments, and Aims Web assessments. As a team we look to pinpoint high areas of success, low areas for improvement, upward and downward trends of achievement by the school, classes, and subgroups of students. When these areas are identified, we begin researching interventions, programs, enrichment opportunities, curriculum changes or supplements, and classroom strategies that will assist us in improving a low achieving area or maintaining a high achieving area. This process in the past has lead us to implement programs such as our journaling, Measurement Mondays, Fraction Fridays, and Articles of the Week. It is also what directed us to purchase a subscription to MyOn Reader and later Mackin Via online libraries and IXL.

As a school that has been very fortunate to have a lot of success in the recent past, we strive to make sure that we do not settle for the status quo and are in a constant state of self-evaluation and continual improvement. With changes in state standards, learning goals, student and community demographics, and school personnel, we believe it is important to always be adapting the school to change. We accomplish this goal by making it a priority to monitor student data, looking for the newest research based strategies, updating our technology and infrastructure, being flexible and adaptable in all classrooms, networking with area schools, and keeping constant open and honest lines of communication with our students, parents, and community.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The climate and culture at Central Valley is one of the strongest attributes we have. It is our belief that maintaining an atmosphere where all students and staff feel safe, feel informed, are included, have a voice, and work collaboratively is the foundation to student achievement. We consider ourselves fortunate that our student body consists of thoughtful, sociable, ambitious, ethical, and fun children. We celebrate our students and their accomplishments many ways at CV. Our 3rd – 6th grade students read the morning announcements each day and announce students' birthdays. When we have students or classes who meet goals, create new and exciting projects, go on field trips, etc., we celebrate by posting it in our bi-weekly newsletters and our social media accounts. Our teachers also will call or e-mail parents to inform them of student's individual accomplishments, when they show high moral character, and show leadership in the classroom.

Engaging and motivating students is something that every teacher consciously plans for each day. Through our Marzano trainings and book studies, our teachers have a focus on different strategies to use in the classroom. These strategies include noticing when students are not engaged, teaching at a lively pace, allowing students to talk about themselves, sharing unusual or intriguing information, using academic games, managing response rates, using physical movement in a lesson, using friendly controversy, and displaying intensity and enthusiasm. Our teachers and counselor try to teach our students to become intrinsically motivated by teaching them about self-worth, the power of knowledge, and through goal setting. We also try to motivate students by showing them that CV is an enjoyable place to be. We provide dress up days throughout the year, take them on educational field trips, and conduct an end of the year awards and recognition ceremony. This past year our booster club also purchased a school pride T-shirt for every student in our building so everyone can display their school pride.

The administration makes it a priority that all teachers and staff feel supported in their decisions and valued as an employee at Central Valley. Before each school year begins we start the year off with a "Welcome Back" BBQ at the school for all staff and their significant other as well as a staff appreciation dinner at the end of each school year. In addition to these events we have dress up days for staff, casual Fridays, monthly staff pot lucks, celebrate teacher appreciation week with the assistance of our booster club, and frequently get together outside of the school setting for events and camaraderie. A frequent phrase our staff uses when talking about working at CV is "we are like a big family." Our AdvancED visitation team heard so much about our school culture that they felt it necessary to make points of it in their report to the state and commend us on it.

2. Engaging Families and Community:

At Central Valley, we believe that communication between parents, the school, and the community is a vital piece in assuring our kids have every opportunity to be successful. We have several forms of communication between the school and our stakeholders. They include: newsletters, web page, Facebook page, instant alert, and Power School.

All parents and students receive a newsletter every other week. This is also posted on our webpage. Our newsletter contains information such as teacher and administrative communications, all upcoming extracurricular schedules, recognizing successes, and our lunch menu. Elementary teachers send out emails of weekly updates to parents of the kids they have in class. Four elementary teachers use Class Dojo, a web based application which allows teachers to post pictures, lesson plans, and classroom updates.

Our Facebook page is used to celebrate our successes and pass vital information on from Central Valley. We post pictures, videos and narratives of all the accomplishments our students achieve. Recent updates include athletic pictures, concert and drama footage, student participation during lyceums, and photos of the items in the school's lost and found.

Power School is a priceless tool that allows parents instant access to their student's daily progress including assignments and grades. All of our students and parents have passwords to access this system. Lunch balances are also available. The district is able to access parents through demographic information stored in Power School as well.

Our Instant Alert system allows us to contact our parents, teachers, and staff with mass phone calls, emails, and texts to pass information along such as late starts, early dismissals, exemplary accomplishments, or important impending events.

We have an open house at the beginning of each new school year. Parents can bring their students in along with any materials they'd like to leave in the school, meet teachers and administration, and get a general "lay of the land" when it comes to our school building. This is an especially important opportunity for our youngest students that haven't had an opportunity to visit our building.

We have parent teacher conferences twice a year – once in the fall, and again in the spring. All kids in grades K-6 have a scheduled conference that is confirmed by his/her parents. Our attendance is always above 90% for these conferences. We also hold a yearly Title I meeting.

We do two special morning breakfasts - "Muffins with Moms and Grandmas" and "Donuts with Dads and Grandpas". These are very special events that always fill our lunch room up!

We do a yearly spring "Community Cleanup", where our kids are bussed to all of our communities and walk all of the streets picking up any trash that has accumulated.

Teachers, staff and administration realize how valuable getting feedback is from all of our districts stakeholders. As previously stated, we have utilized our AdvancED surveys to receive feedback from our parents, students, and teachers each of the last 4 years. These surveys provide us with "outside the box" suggestions and insights.

There is a tremendously strong sense of pride in our district which translates into support for all of our events that occur at Central Valley. Whether it be an athletic event, a concert, or the Night of the Arts, our school fills up with family, friends, students, alumni, and staff. These events are truly celebrated at Central Valley!

3. Professional Development:

Central Valley Public School prides itself on our diligent, team orientated approach to professional development. Professional development is a collaborative effort between the administration and teaching staff. Our professional development plan is led by our School Improvement Team. This team consists of the superintendent, principal, counselor, librarian, title I teacher, 3 high school teachers, and 3 elementary teachers. This is a very active group that meets multiple times a quarter and plans all of the schools professional development.

Our district takes part of the AdvancED system of school improvement. We finished up a 5 year cycle in the spring of 2017. The culmination of this process was a visitation conducted with 5 state administrators. During this visitation we were complimented on our many areas of excellence, and given a couple ideas on areas of continued growth.

Our staff negotiated an additional day of PD in their contracts in 2015. We utilized this additional day by having 8 - 2 hour late starts a year. These 2 hour blocks have been very valuable in allowing our staff to focus on our initiatives. We also have a full day of professional development to start our year, along with a 4th day on Martin Luther King Jr. Day.

Our school practices the Marzano method of teacher evaluation. We have done 2 Marzano book studies directly related to this – "The Art and Science of Teaching", and "Becoming a Reflective Teacher". These book studies were led by the administration and teaching staff, done predominantly during our late start times.

During the 2017-18 school year we did a book study by Dr. Thomas Gusky, "On Your Mark", which dealt with best grading practices. We do yearly mental health and suicide prevention training as well, which is mandated by law.

A great deal of our professional development time the last several years has been dedicated to breaking down and triangulating our multiple pieces of data, including NWEA tests, North Dakota State Assessments, and locally developed assessments. This has allowed us to pinpoint student areas of achievement and low areas across grade levels.

Professional Learning Communities have been developed during the 2017-18 school year for all class level teachers in grades K-6. This is allowing our teachers to network, share and obtain best practices with other local teachers.

In addition, our district sends teachers and administration to professional development conferences at the state and local level, such as AdvancED conferences, Title I, North Dakota Council of Educational Leaders,

and many additional conferences sponsored by the North Dakota Department of Education. Our school has made a total commitment to align our teaching with our states standards, which has included creating standardized report cards. Our goal is to challenge our students with as rigorous of a curriculum as possible in order for students to achieve their maximum potential.

4. School Leadership:

The cornerstone of the Central Valley School educational system is our determination and dedication to carry out our mission statement, “A Commitment to Education Excellence for Students, Staff, and Community: Achievement; Enhancement; Involvement”. We strongly believe that our leadership team is comprised with every one of us that has contact with our students. The entire staff shares in the responsibility of nurturing, disciplining, teaching, and installing high expectations and moral character in our kids.

We require highly trained, professional, caring staff that is able to collaborate with each other, always putting what is best for our students first! We are committed to hiring the highest quality teachers and staff who are best able to meet all the needs of our students. We have increased our pay scale, lane changes, and advancing education compensation substantially the last 6 years. Our principal commits to visiting classrooms, giving our teachers timely and useful evaluation information in order to make sure our students are receiving teaching practices that are professionally researched and highly effective. All state evaluation requirements are met in advance of deadlines. The superintendent evaluates the principal in accordance with all state laws and district policies. The administration meets daily to go over and review current school issues and happenings.

Our principal is the lynchpin in guiding our educational practices, utilizing our data, and maintaining order by establishing clear boundaries and expectations in our building. He is responsible for working with our staff to make sure kids are not slipping through the cracks, giving and assisting opportunities for staff to collaborate together, and assisting in the implementation and monitoring of key programs such as NWEA testing, title I programming, classroom management techniques, state testing, and assuring teachers’ lesson plans are geared for and meet applicable state standards. He is responsible for evaluating teachers’ teaching techniques, presentations, and exams to insure that they meet the needs of high and low achieving students. The administrative team adheres to all district policies. These policies are developed in order to support our mission statement. The school has a number of standing committees comprised of administrators, teachers, board members, and community members. These committees allow for ideas to be shared and best solutions reached for developing and ratifying new policy, maintaining our grounds and transpiration fleet, and adopting new curriculum.

Our administration oversees the states improvement process which is a continuous progression that requires teamwork, inquiry, dialogue, reflection, and action! We embrace these steps and accept the challenge put before us of leading our students successfully to the next phases of their lives.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The one practice Central Valley students have benefited from more than any other over the past few years is student engagement. While this can be broad, through our Marzano training we have focused on the attending of students to the activities taking place during class. Our teachers read about and learned from each other on the reasons engagement strategies work. Teachers do their best to pace their instruction so the classroom flows smoothly with no interruptions and quick transitions. If classes are often interrupted or you have slow transitions, there is no stimulus for the attention of the students. This coincides very well with teachers showing enthusiasm and intensity. We want our teachers to show passion, interest, and excitement about the content and processes they teach to our students because those actions stimulate the brain and make students feel good. They will grasp information quicker and retain it longer according to Marzano. Another activity for engagement is to provide mild structured controversy. Students can bring their own thoughts, ideas, beliefs, and experiences into an educational debate which gives them a personal connection to the material. In addition, some of our teachers will often have the student debate against their own beliefs so they learn more about the content and develop better critical thinking and research skills. When students in our classes are presented with information that is unusual or interesting, you can see and hear their interest and focus come to fruition. Students lean in, stay quiet, and afterwards ask questions to dig into the material more. At Central Valley, our students also get many opportunities in the classes to talk about themselves. The small school setting provides the teachers, staff, administration, and students the opportunities to get to know each other very well and build trusting relationships with one another. These strong, trusting relationships motivate students to engage in lessons to have them want to meet the teacher's expectations.

Our school data shows a strong correlation in the upswing of student achievement to when we started focusing on student engagement. This correlation also extends to a downward trend in discipline issues throughout the school. Engaged students create an atmosphere in the school and in individual classrooms where you can see critical thinking, problem solving, fun, and excitement. It is our belief that actively engaged students, regardless of ability, will be able to grow socially, emotionally, and academically.